

Amendment No. \_\_\_\_\_

Signature of Sponsor

FILED

Date \_\_\_\_\_

Time \_\_\_\_\_

Clerk \_\_\_\_\_

Comm. Amdt. \_\_\_\_\_

AMEND Senate Bill No. 614\*

House Bill No. 695

by deleting all language after the enacting clause and substituting instead the following:

SECTION 1. Tennessee Code Annotated, Section 49-5-5601, is amended by deleting the section and substituting instead the following:

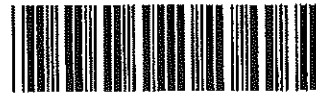
The general assembly recognizes the vital position occupied by institutions of higher education in the training of teachers, the improvement in the quality of the education profession, and the impact on Tennessee students. In acting to support these functions in public institutions of higher education, the general assembly must maintain a proper balance between the academic freedom of higher education and the need to respond to the public's expectations of quality in the state's teacher training programs. Therefore, the general assembly does not seek to impose restrictions on the philosophy or course selection of teacher training programs. The general assembly does, however, reserve the authority to require of each teacher training institution reasonable admission standards, graduation standards, and outcomes for prospective teachers to ensure that teachers are effectively prepared to positively affect student achievement in accordance with this part.

SECTION 2. Tennessee Code Annotated, Section 49-5-5631, is amended by deleting the section and substituting instead the following:

(a) All full-time educator preparation program faculty members, including academic deans or executive leaders of such educator preparation programs, who are involved in the preparation of teachers, shall further their professional development through direct personal involvement in the public school or local education agency setting of pre-kindergarten through grade twelve (pre-K-12) on an annual basis.



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(b) The faculty involvement must include:

- (1) Professional learning targeted to or led by pre-k through grade twelve (pre-K-12) educators;
- (2) Professional learning focused on local education agency specific educational initiatives;
- (3) Direct instruction to pre-k through grade twelve students (pre-K-12);
- (4) Curriculum development;
- (5) District level strategic partnerships; or
- (6) Direct observation of pre-k through grade twelve (pre-K-12) classrooms.


(c) In accordance with state board of education policy, all preparation providers shall establish state-recognized partnerships with each local education agency where enrolled candidates will complete any aspect of clinical practice.

(d) The state-recognized partnership agreements must detail how the college of education faculty detailed in subsection (a) shall engage with at least one (1) local education agency and describe faculty involvement activities listed in subsection (b).

(e) After implementation, the state board of education shall meet at least annually for structured meetings to coordinate policy on educator preparation, including, but not limited to, collaboration between colleges of education, colleges of education faculty, and local education agencies. The Tennessee higher education commission, the state's educator preparation programs, and the Tennessee Independent Colleges and Universities Association shall be invited to participate.

(f) The state board of education may review educator preparation programs for noncompliance with this section.

SECTION 3. This act shall take effect upon becoming a law, the public welfare requiring it.

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AMEND Senate Bill No. 1067

House Bill No. 1248\*

by deleting all language after the enacting clause and substituting instead the following:

SECTION 1. Tennessee Code Annotated, Title 49, Chapter 6, Part 1, is amended by adding the following language as a new, appropriately designated section:

(a) The department of education shall create an early learning pilot program to begin in the 2017-2018 school year and conclude at the end of the 2019-2020 school year. The purpose of the pilot program shall be to identify early learning programs or models that provide opportunities for quality early childhood education and improvement in student outcomes.

(b) The pilot program must be funded through a system of competitive grants utilizing voluntary pre-kindergarten funding available under § 49-6-107.

(c) Grants shall be awarded by the department of education to no more than five (5) LEAs that create a program, as approved by the department of education, that implements an early learning program to serve economically disadvantaged students between birth and the third grade in lieu of the LEA operating a voluntary pre-kindergarten program. The grants awarded pursuant to this subsection (c) are subject to available funding.

(d) The department of education shall develop the grant application and establish a system for submitting applications and for awarding grants.

(e) The department of education shall study the impact of the pilot program on student outcomes.

(f) At the conclusion of the pilot program:



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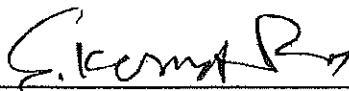
(1) The department of education shall report its findings and recommendations to the education committees of the house of representatives and senate no later than March 1, 2021; and

(2) This section shall be repealed.

(g) At the conclusion of the pilot program, this section shall be repealed.

SECTION 2. This act shall take effect upon becoming a law, the public welfare requiring it.

Amendment No. \_\_\_\_\_



Signature of Sponsor

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Clerk \_\_\_\_\_

Comm. Amdt. \_\_\_\_\_

**AMEND Senate Bill No. 575\***

**House Bill No. 626**

by deleting all language after the enacting clause and substituting instead the following:

SECTION 1. Tennessee Code Annotated, Title 49, Chapter 5, Part 56, is amended by adding the following language as a new section:

The department of education shall provide all state board of education approved teacher training programs access to annual evaluation data for teachers and principals graduating from the programs for a minimum of five (5) years following the completion of the program. Data made available to teacher training programs shall not be a public record and shall be used only for the purpose of making improvements to the program. Each program receiving the annual evaluation data shall execute a signed data-sharing agreement with the department of education that includes provisions safeguarding the privacy and security of the data.

SECTION 2. This act shall take effect upon becoming a law, the public welfare requiring it.



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Amendment No. \_\_\_\_\_

*Paul B. ...*

Signature of Sponsor

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Comm. Amdt. \_\_\_\_\_

**AMEND Senate Bill No. 1152**

**House Bill No. 287\***

by deleting all language after the enacting clause and substituting instead the following:

SECTION 1. Tennessee Code Annotated, Title 49, Chapter 6, Part 10, is amended by adding the following language as a new section:

(a)

(1) As used in this section, "Constitution Day" means a federal observance that recognizes the adoption of the United States Constitution and those who have become U.S. citizens that is normally observed on September 17, the day in 1787 that delegates to the Constitutional Convention signed the document in Philadelphia, unless the day falls on a weekend or on another holiday, in which schools observe the holiday during the week of classes in which the seventeenth day of such month falls.

(2) For purposes of subdivision (a)(1), Sunday shall be considered the first day of the week.

(b) To educate students in grades kindergarten through twelve (K-12) about the sacrifices made for freedom in the founding of this country and the values upon which this country was founded, the week of September 17, 2018, and annually thereafter, is designated as Celebrate Freedom Week to honor Constitution Day in all public schools.

(c) The department of education shall promote Celebrate Freedom Week.

(d) During Celebrate Freedom Week, all students in grades kindergarten through twelve (K-12) shall receive instruction on Celebrate Freedom Week topics, including the resources and materials in subsection (f) to be determined by each school.



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(e) Each topic of Celebrate Freedom Week shall be taught in compliance with § 49-6-1011.

(f) No later than December 31, 2017, the department of education shall provide each LEA with a variety of age and grade appropriate internet resources and materials for instructional use for Celebrate Freedom Week. The resources and materials shall be provided to aid educators and curriculum coordinators in creating programs and lesson plans for Celebrate Freedom Week. The department and LEA shall post information about Constitution Day and Celebrate Freedom Week, as well as the recommended resources and materials on their respective websites.

(g) Schools are encouraged to:

(1) Create materials and resources for the week in accordance with this section;

(2) Study the meaning and importance of the declaration of independence and the United States constitution with an emphasis on the preamble and the bill of rights; and

(3) Provide for the study of the declaration of independence to include study of the relationship between ideas expressed in that document and subsequent American history, including:

(A) The rich diversity of American people as a nation of immigrants;

(B) The American revolution;

(C) The formulation of the United States constitution; and

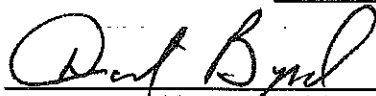
(D) The abolitionist movement, including the emancipation proclamation and the women's suffrage movement.

(h) During Celebrate Freedom Week, all students are encouraged to study and recite the following language from the declaration of independence that sum up the American philosophy of freedom:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed

SECTION 2. For the purpose of promulgating rules, this act shall take effect upon becoming a law, the public welfare requiring it. For all other purposes, this act shall take effect July 1, 2018, the public welfare requiring it.



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Comm. Amdt. \_\_\_\_\_

**AMEND Senate Bill No. 400**

**House Bill No. 288\***

by deleting all language after the enacting clause and substituting instead the following:

SECTION 1. Tennessee Code Annotated, Title 49, Chapter 1, Part 2, is amended by adding the following as a new section:

(a) Beginning with the 2018-2019 school year, there is established a three-year pilot program to be operated by the department of education. The purpose of the pilot program shall be to provide grants to elementary and middle schools to implement the Leader in Me® program.

(b) Schools may apply to the department for a grant to implement the Leader in Me® program no later than January 1, 2018. If a school applies for a grant to implement the Leader in Me® program, then the school must pay the department a one-time application fee of seven thousand five hundred dollars (\$7,500).

(c) The total amount of the grants provided by the department shall not exceed two million dollars (\$2,000,000) in the 2018-2019 school year, two million dollars (\$2,000,000) in the 2019-2020 school year, and one million dollars (\$1,000,000) in the 2020-2021 school year.

(d)

(1) In awarding grants, the department must:

(A) Award the grants to as many schools as funding shall allow to participate in the program;



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(B) Give preference first to priority schools, then to schools in LEAs with a fiscal capacity in the lowest fifty percent (50%) of all LEAs, and finally to all other schools that apply to participate; and

(C) Strive to award grants to schools in all three (3) grand divisions of the state equally.

(2) If fewer than fifty (50) schools request grants, the department shall award the grants to all schools that request grants.

(e) The amount of the grant given to each participating school must be calculated by the department and must be in an amount sufficient to pay for the full implementation of the Leader in Me® program.

(f)

(1) The office of research and education accountability (OREA) in the office of the comptroller of the treasury, with the assistance of the department of education, shall study the pilot program and shall issue a report to the education committee of the senate and the education instruction and programs committee of the house of representatives on the effectiveness of the pilot program after the second year of the pilot program by no later than December 31, 2020.

(2)

(A) In conducting the study, OREA must:

(i) Evaluate any improvement in the success of the students, in both academics and discipline; and

(ii) Survey teachers, administrators, and parents to determine their opinions as to the success or failure of the Leader in Me® program.

(B) OREA must include the results of its evaluation and survey in the report required by subdivision (f)(1).

(3) If OREA, in consultation with the department, finds that the results of the pilot program are promising, OREA may recommend in its report that the pilot program should be continued and expanded.

SECTION 2. This act shall take effect upon becoming a law, the public welfare requiring it.

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**AMEND Senate Bill No. 196\***

**House Bill No. 483**

by deleting all language after the enacting clause and substituting instead the following:

SECTION 1. Tennessee Code Annotated, Section 49-6-3006(b), is amended by deleting the existing language in its entirety and substituting instead the following language:

(b) To facilitate the enforcement of this part, the board of each LEA shall designate funds for, and the director of schools shall assign duties to, at least one (1) qualified individual who shall be identified as the system attendance supervisor. The duties of an attendance supervisor shall include, but shall not be limited to, assisting the board, under the direction of the director of schools, with the enforcement of the compulsory attendance laws of the state and to discharge such other duties that are necessary to effectuate enforcement of laws and local policies related to absenteeism and truancy. The attendance supervisor may also be directed to devise and recommend to the director of schools, for board approval, a progressive truancy intervention plan consistent with the provisions of this part.

SECTION 2. Tennessee Code Annotated, Section 49-6-3007, is amended by deleting subsection (e) in its entirety and substituting instead the following:

(e)

(1) On or before the beginning of each school year, the principal or head of school at every public, private, or parochial school shall give written notification to the parent, legal guardian, or person having control of a student subject to compulsory attendance that it is a parent or guardian's duty to monitor the student's school attendance and require the student to attend school. The



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written notice shall also include language that informs a parent or guardian that if the student is absent from school for an aggregate of five (5) days during the school year without adequate excuse, then the student is subject to referral to juvenile court.

(2) It is the duty of the principal at every public school to report promptly to the director of schools, or to the attendance supervisor, the names of all children who have withdrawn from school, or who have been absent for five (5) days without adequate excuse. For the purposes of this part, five (5) days shall mean the aggregate of five (5) days during the school year and not necessarily five (5) consecutive days. Each successive accumulation of five (5) unexcused absences by a student shall also be reported.

(3) Upon the requisite number of absences, the director of schools or attendance supervisor shall serve, or cause to be served, upon the parent, guardian, or other person having control of a child subject to compulsory attendance who is unlawfully absent from school, written notice that attendance of the child at school is required by law. The director of schools or attendance supervisor shall send a new notice after each successive accumulation of five (5) unexcused absences.

(4) If it appears that, within three (3) days after receipt of the notice, any child, parent, guardian, or other person in parental relation has failed to comply with this part, then the director of schools or the attendance supervisor shall request a conference between school officials and the parent to discuss the absences and to trigger the first tier of the progressive truancy interventions.

SECTION 3. Tennessee Code Annotated, Section 49-6-3007(i)(1)(B), is amended by deleting the language "two (2)" wherever it appears in the subdivision and substituting instead the language "five (5)".

SECTION 4. Tennessee Code Annotated, Section 49-6-3009, is amended by deleting subsection (c) in its entirety; by adding the following new subsections; and by renumbering the remaining subsection accordingly:

(c) As an alternative to the filing of a truancy petition or for criminal prosecution for educational neglect, a director of schools or attendance supervisor shall devise and recommend, and the school board shall adopt, progressive truancy interventions for students who violate compulsory attendance requirements. These interventions must be designed to address student conduct related to truancy in the school setting and minimize the need for referrals to juvenile court.

(d) Progressive truancy interventions adopted by a school district pursuant to subsection (c) shall be applied prior to referral to juvenile court for the conduct described in § 49-6-3007 and shall meet the following requirements:

(1) The first tier of progressive truancy interventions is triggered by at least three (3) unexcused absences within a school year;

(2) The first tier of progressive truancy interventions must include, at a minimum:

(A) A conference with the student and the student's parent or guardian;

(B) A resulting attendance contract to be signed by the student, the student's parent or guardian, and an attendance officer, which shall include:

(i) A specific description of the school's attendance expectations for the child;

(ii) The period for which the contract is effective, not to exceed ninety (90) school days, or the last day of the semester after the date the contract becomes effective, whichever comes first; and

(iii) Penalties for additional absences and alleged school offenses, including additional disciplinary action and potential referral to juvenile court; and

(C) Regularly scheduled follow-up meetings to discuss the student's progress;

(3) The progressive truancy interventions shall include, in addition to the first tier, at least two (2) additional tiers of interventions that are applied if the student accumulates additional unexcused absences in violation of the attendance contract;

(4) At least one (1) tier shall include an individualized assessment by a school employee of the reasons a student has been absent from school, and if necessary, referral of the child to counseling, community-based services, or other in-school or out-of-school services aimed at addressing the student's attendance problems;

(5) Additional interventions may consist of one (1) or more of the following:

(A) School-based community services;

(B) Participation in a school-based restorative justice program;

(C) Referral to a school-based teen court; or

(D) Saturday courses designed to improve attendance and behavior;

(6) In-school suspension or out-of-school suspension shall not be used as part of the progressive truancy interventions adopted by schools for unexcused absences from class or school; and

(7) A referral made under subdivisions (d)(1)-(d)(5) may include participation by the child's parent or guardian if necessary.

(e) Each referral to juvenile court for conduct described in § 49-6-3007(f) and § 49-6-3007(i)(4)(D) shall be accompanied by a statement from the student's school certifying that:

(1) The school applied the progressive truancy interventions adopted under subsection (d) to the student; and

(2) The progressive truancy interventions failed to meaningfully address the student's school attendance.

(f) A court shall dismiss a complaint or referral made by a school district under this section that is not made in compliance with subsection (e).

(g) Each intervention program shall report school attendance of program participants to the director of schools or the attendance supervisor in the year following the intervention.

(h) Notwithstanding any other law, each LEA having previously adopted an effective progressive truancy intervention program that substantially conforms to the provisions of this section may present such intervention program to the commissioner of education for approval in lieu of strict compliance with the provisions specified herein.

(i) Each head of school of a private or parochial school shall recommend, and the board of the school shall adopt, a policy addressing compulsory attendance and truancy that describes the interventions that such school shall employ for violations of the compulsory attendance laws. Such policy shall contain a provision that the director of schools or the attendance supervisor in the system in which the private school is located shall be notified in the event that a student at such private school is expelled or withdraws from school.

SECTION 5. This act shall take effect January 1, 2018, the public welfare requiring it, and shall apply to the 2018-2019 school year and each school year thereafter.